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Cooperative-Distributive Education: An Alternate Semester Program.

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This 1968 feasibility study of a cooperative education plan for students wanting careers in distribution is limited to College of San Mateo and 50 employers in the area. Although other plans have been developed, the most promising allows two students to fill a full-time work station--one student enrolled for the semester, the other working full time. At semester break, they exchange positions. Each combines his college education with career advancement. Employer responses showed that 27 thought the alternate-semester plan would be useful to them; six felt they could develop a suitable plan; seven preferred part-time work with continuous school enrollment; 40 agreed with the principle of cooperative education; ten said they could not accommodate such a program; most liked having both college trainees and fully-covered work stations; none had discriminatory hiring practices. It was also found that the program recruits students for distributive work and leads to other careers; half-time work is acceptable to most businesses, though it confines the student to nearby jobs; the value of full-time work and school varies for each student. Details of the program, including credit assignment, are discussed. Recommendations include a state master plan for cooperative education; promotion of the alternate-semester program; financial support for counseling, supervision, and work-station development; new models for open-ended terminal college program; a pilot study on employment patterns in the area's trade and transportation. (HH)

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SECTIONS I & II

COOPERATIVE - DISTRIBUTIVE EDUCATION

An Alternate Semester Program

A RESEARCH AND DEVELOPMENT PROJECT
IN COMMUNITY COLLEGE COOPERATIVE EDUCATION
WITH EMPHASIS ON DISTRIBUTIVE BUSINESS CAREERS

CO-SPONSORED BY COLLEGE OF SAN MATEO AND
THE CALIFORNIA DEPARTMENT OF EDUCATION, BUSINESS EDUCATION DIVISION.

(Spring Semester, 1968)

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Bureau of Business Education

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San Mateo, California

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JC 690 298

UNIVERSITY OF CALIF.
LOS ANGELES

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SECTION I

DISTRIBUTIVE CAREERS THROUGH COOPERATIVE EDUCATION

THE NEED

Junior colleges need to develop curricular offerings to prepare students for participation in the trillion dollar per year economy which has been predicted for the year 1972.[1]

THE PLAN

Among the more promising college curriculum developments for this purpose is a plan called Cooperative Education This plan combines college study with paid work experience in business or industry. The most common type of program allows two students to hold one full-time work station. During a school semester, one student is enrolled in school full-time, while the other is employed. At the semester break, they exchange positions. By this means, students can gain a college education which includes advancement in a field of employment.

Other Cooperative plans have been developed for students who desire a continuous college enrollment combined with part-time work stations. Reduced study load is a necessary consideration. Special arrangements may provide for day or evening college study combined with flexible working hours.

Further research is needed to develop other methods for involving fully employed workers, day or swing-shift, in work-study processes for upgrading and updating skills.

A STUDY

College of San Mateo and the Bureau of Business Education of the California Department of Education have cooperated in a study of the feasibility of using the Cooperative Education plan for students seeking Distributive careers. The study is limited to students from College of San Mateo during spring semester of 1968 and employers of the San Francisco Bay Area.

Answers to the following questions have been sought:

1. To what extent are employers willing to establish Cooperative work stations for students?

2. For what reasons will employers use the Cooperative plan?

3. Are employers willing to place minority students in all Cooperative work stations?

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[1]Pusinski, Roman C., Chairman of the Subcommittee on Education in the United States Senate. Reported in Our System of Distribution and Its Challenge to Educators, R. C. Van Wagenen, Bureau of Business Education, California Department of Education, 1968.

4. Can direct involvement of students in Distributive work stations serve as a recruiting device to lead students toward Distributive career goals?

5. To what extent are students interested in alternating semester work-study programs?

6. Are employers more interested in part-time or full-time employment of students in work-study programs?

A REPORT IN THREE PARTS

This report is divided into three sections.

Section I provides a summary of new information gained through this study.

Table 1 summarizes the responses of 50 employers which were interviewed. An attempt was made to select a cross-section of business and industry primarily involved with marketing and distribution of products.

Table 2 shows civilian employment statistics for the San Francisco Bay Area which are cited as additional evidence of the wide-spread need for employees in Distributive careers.

Section II describes the alternate semester Cooperative Education work-study plan for college students. Included are summaries of previous studies and a brief historical sketch of this movement in education.

Section III summarizes reports from participants in this study and initial pilot program.

Direct reporting of student and employer statements about the Cooperative Education-Distributive alternating semester plan serves to provide the reader with an expression of the feelings and attitudes of participants in the study. Statistical data do not always provide this information.

The following conclusions and observations result from information gained from this study. The recommendations have evolved from the new information, combined with previous studies and current experience with Cooperative Education at College of San Mateo.

CONCLUSIONS

EMPLOYER INTEREST

* 54 percent of the fifty employers interviewed stated that the alternate semester plan for Distributive Careers Through Cooperative Education is a practical plan for recruiting and developing new personnel in their place of business.

* An additional 12 percent believe it may be possible to develop alternate semester Cooperative plans to meet their needs.

* 14 percent of the employers stated that a Cooperative plan based upon part-time work combined with continuous enrollment in school would be more practical for their businesses.

* A total of 80 percent of the employers interviewed are in agreement with the principle of Cooperative Education as a work-study plan which could be used by their businesses.

* 20 percent of the employers interviewed stated that they saw no possibility of such a program working in their company.

REASONS FOR ACCEPTANCE

* Opportunities for recruiting young college trained employees and full-time coverage of work stations are the two most commonly stated reasons for interest in the plan.

MINORITY STUDENTS

* Employers interviewed for this study are entirely receptive to the hiring of minority student employees on the Cooperative plan. There is no evidence of discriminatory hiring practices for capable workers. Further study of this point over a longer period of time will be necessary to adequately demonstrate employer practices.

RECRUITING

* Cooperative Education serves as a recruiting device for Distributive careers. Students in data processing, accounting, management, and technical majors often begin working in distributive work stations. As an example, one student enrolled in commercial aviation works for a wholesale aviation parts and supply distributor. He sees an interesting career in aviation sales developing as a result of this experience.

OBSERVATIONS

STUDENT

* During the semester of this project, 34 students at College of San Mateo are on Cooperative work stations. 250 students have requested admission to the program and active files are completed for these students.

4-4 PLAN

* Part-time work combined with study (sometimes called the 4-4 plan) is acceptable to businessmen if a full morning and a full afternoon schedule can be combined. Scheduling of classes for students becomes difficult, however. The student often misses his lunch time in driving to his job. Work stations are limited to close commuting distance from the school.

SWING SHIFT

* Many companies like to employ students on full-time swing shift work. Colleges may not be aware of the numbers of students attempting full employment and maintenance of studies. Selective service requirements have forced many low-income students to attend college this way. Twelve units of credit are a minimum load for deferment. However, veterans and women students can carry a reduced class load and make slow, but satisfactory progress with this full work arrangement.

TABLE 1

WOULD YOU USE COOPERATIVE EDUCATION STUDENT EMPLOYEES IN YOUR PLACE OF BUSINESS?

A SUMMARY OF EMPLOYER RESPONSES TO INTERVIEWS.

Type of Business	Yes	Maybe	Part-time Only	No
TOTAL (50)	27	6	7	10
	54%	12%	14%	20%
Grocery Markets	3		1	
Appliance Co. (Wholesale)	1			
Department Stores	3	3	2	3
Shoe Stores	2	1		
Food Processing	1			2
Clothing Stores	3		3	1
Clothing (Wholesale)	1			
Drug Store	1			
Insurance Companies	1			2
Home Furnishings	1		1	1
Union Representative	1			
Bank Managers	1			1
Publishing Company	1			
Paper Products	1			
Petroleum Marketing	2			
Airlines (Transportation)	2	1		
Aviation (Parts & Supplies)	1			
Government Service	1	1		

RECOMMENDATIONS

I. A California master plan for college work-study programs should be developed.

There is a definite need for development of a California master plan for Cooperative Education work-study programs at the junior college and higher education level. Areas of specific emphasis should include Distributive careers.

Master planning should be concerned with school-industry relationships, junior college, and other higher education work-study programs.

II. Promotion of alternate semester Cooperative Education-Distributive programs for junior colleges should be undertaken.

Evidence from this study and other studies shows that the alternate semester Cooperative program is a method of improving the educational curriculum for many students. Community involvement, reduced educational cost and improved employment possibilities result from this kind of program.

Although Eastern colleges have led the way in developing the Cooperative plan, it is evident that the philosophy of the California Junior College system is in accord with the Cooperative Educational design.

III. Development of financial support for college work-study Distributive programs.

Financial support is the key to successful programs. Evidence has been presented to show that Cooperative Education is a plan which is acceptable to business and industry. Students do receive educational benefits not available in traditional college programs. Successful operation, however, depends upon adequate counseling, supervision, and work-station development.

IV. Development of "open-ended" terminal college Distributive programs should be promoted.

Evidence developed from work-study programs points to the need for new conceptual models for attainment of professional credentials. Intermediate terminal goals ought to be available. They should lead directly toward higher educational objectives.

Associate in Arts Distributive terminal programs should lead more directly to junior and senior year college Bachelor Degree programs with little loss of credit in transfer for those students who are capable of advanced programs. Cooperative work-study programs can provide new models of continuity.

V. A pilot project in Trade and Transportation Through Cooperative Education is needed.

A study of the employment patterns in the San Francisco Bay Area shows the need for taking another step in Distributive career educational development. This crossroads of world transportation industries is an ideal location to develop a program of work-study education in Trade and Transportation.

SECTION II

WHAT IS COOPERATIVE EDUCATION-DISTRIBUTIVE?

* The Cooperative Education plan provides students with off-campus educational work experience in a Distributive career setting, alternating with on-campus study in traditional college classes.

* Two students alternate periods of work and study. Neither is attempting to work and attend college at the same time. Business is assured a full-time, highly motivated, responsible employee on a regular basis.

* Students gain a deeper understanding of the relationship between classroom theory and practical application in business, technical, and liberal arts fields.

* Productive employment under realistic competitive conditions in a real-life, adult-dominated environment provides students with insights that enrich their educational experience.

* Dean Roy Wooldridge (Northeastern University): "It is called 'Cooperative Education' because it is dependent upon the cooperation of employers and educators in combining to form a superior total educational program for the students. This program has an interrelated work and study content, carefully planned and supervised to produce optimum educational results for each student involved."

* The plan is now in use in more than 75 colleges throughout the United States. Northeastern University in Massachusetts (enrollment 15,000) requires all students to participate in technical or liberal arts work assignments in alternate semesters. Antioch College in Ohio has a similar required program in liberal arts fields. The plan at College of San Mateo is an optional program involving both technical and liberal arts students.

* Dr. Ralph W. Tyler (Stanford University), Chairman of the National Commission for Cooperative Education: "Cooperative Education gives a student an education qualitatively superior in some respects to a conventional college education. Cooperative students become more mature, and their records in graduate school and in employment show that Cooperative Education is the first-rate college education."

ADVANTAGES OF COOPERATIVE EDUCATION

College of San Mateo has developed its present form of Cooperative Education from the more than 60 years' experience of other colleges and universities operating such plans. Fifty-one institutions of higher learning currently enroll from 100 to 7,000 students each, in various forms of work-study college programs, and 24 other institutions enroll lesser numbers.

The National Commission for Cooperative Education has defined this enriched form of college education as one which integrates classroom experience with practical work experience in business, industry, government or service-type work situations. The work experience constitutes a regular and essential element in the educative process. There is direct liaison between the administration of the institution and the employing firm. Work experience is an integral part of the college degree program, and the institution takes a definite responsibility for this integration.

In some programs, such as those at Drexel Institute, University of Cincinnati, University of Detroit, and Antioch College, as well as Northeastern University, all students in certain colleges of the institutions are included in the program, and the faculty coordinators must find employment opportunities for a wide cross-section of students. In others, such as those at Georgia Institute of Technology, University of Tennessee, University of South Florida, and Northwestern University, the program is optional; therefore, only part of the student body is participating in the work-study alternation. College of San Mateo offers this optional plan.

In 1960, a study of Cooperative Education* in the United States found the following advantages in this type of higher education program:

1. By coordinating work experience with the campus educational program, theory and practice are more closely related. Students find that their studies have greater meaning.

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*The complete documentation of this study is contained in a book, "Work-Study College Programs: Appraisal and Report of the Study of Cooperative Education," by James W. Wilson and Edward H. Lyons, published by Harper and Brothers of New York. A summary of this study is contained in the "Report on Cooperative Education," by Ralph W. Tyler and Annice L. Mills.

2. Coordination of work and study improves student motivation. As students see the relationship between the jobs they hold and the principles they are studying on the campus, greater interest in academic work develops.

3. Most students in Cooperative Education develop greater understanding of other people and greater human-relations skills. This comes about because their work experience involves them with co-workers who come from a variety of backgrounds, and because success at their jobs requires constructive relationships with colleagues. Particularly important in this connection is the value obtained from the contacts made with adults in a variety of situations, thus helping to break down the segregation of college students into wholly adolescent communities.

4. Cooperative Education helps markedly to orient college students to the world of work. It provides students with opportunities for exploring their own abilities in connection with real jobs. Students are exposed to a direct means of gaining vocational information and guidance, not only about the occupations in which they are employed, but in a number of related fields as well.

5. Cooperative Education makes higher education possible and attractive to many young people who would not otherwise go to college. The earnings of the students while on the job have enabled many to attend college who could not otherwise have done so. This is beneficial not only to the individual, but also to the nation with its increasing need for well-educated people in science, engineering, business, and the professions.

6. Work experience brings a greater sense of responsibility, greater dependence upon the student's own judgment, and a corresponding development of maturity.

7. Cooperative Education gives the student contacts which are useful in later occupational placement. It also gives many students a head start in salary and position when they graduate from college and go into full-time jobs.

8. As work programs are planned and developed and as students rotate from college to work and back to college again, the faculty can maintain a closer relationship with business, industry, and the professions. This generally results in more effective teaching, since faculty members are kept up to date on the latest developments in their fields. Another incentive for faculty members to keep up with contemporary developments comes from the students, who are frequently on the frontiers of knowledge in their job assignments.

9. Because Cooperative Education is usually organized so that half of the student body is at work while the other half is on the campus, there is more efficient utilization of the college plant and other facilities.

10. It has been the experience of existing Cooperative Education institutions that a program which enables students to work and earn while learning is acceptable to parents who ordinarily exclude higher education in family planning.

11. A number of the colleges have discovered that Cooperative Education provides greater recognition of the services that colleges are rendering to the community and thus furnishes an additional basis for the community's moral and financial support of higher education.

12. Students in Cooperative programs constitute an excellent source of manpower for semi-skilled and subprofessional work. In most industrial and business communities, there are many jobs that fall within this category; they are normally above the capabilities of a high school graduate and yet beneath the interest of the fully trained college or junior college graduate. These positions are important from the employer's point of view. He wants them adequately filled, and he wants to avoid the cost and inconvenience of excessive turnover. Cooperative students serve his needs to perfection. Both student motivation and the supervisory participation of his college practically assure the continuity sought by the employer. Furthermore, students placed in such jobs bring to them enthusiasm, interest, and a higher-than-normal level of ability.

13. Work-study Cooperative Education programs also have the value to employers of contributing to the recruitment and retention of gifted employees, as well as retaining them in their own communities. Employers in the community find that the Cooperative program helps maintain a flow of trained personnel and personnel-in-training into their organizations. The program serves to attract promising young people into diverse occupational areas. Employers can use the system as an actual testing ground to identify and select persons with needed abilities and talents. During the work periods, the employer can study the aptitudes of the student within the actual environment of his own organization, using his own supervisory personnel to observe and assess. This yields the basis for sound judgment about the student's long-range potential as a permanent employee. Experience indicates that approximately 50-75 percent of the students exposed to this process will remain with their employers after graduation.

14. Studies of Cooperative experiences show another advantage for employers on the level of maximizing talent utilization. The use of Cooperative students to handle duties now performed by high-priced skilled workers or professionals releases the latter from performing "chore" jobs beneath the level of their skills. This does not mean that full-time workers are replaced by Cooperative students, but rather that they are liberated to spend full time on more suitable and productive work. This arrangement is mutually beneficial to the student, the employer, and the skilled worker. The student gains experience; the employer attains a more efficient use of personnel in all grades; and the skilled worker finds himself properly engaged in tasks commensurate with his capabilities.

VALUE OF WORK EXPERIENCE

The purpose of the Cooperative program is to strengthen and enrich the education received by college students. It exposes students to situations that are educationally, socially, culturally, and geographically different from life on the college campus or the life students have lived in previous situations. A result of the Cooperative Education experience is to broaden the student's understanding of the world in which he lives.

The values of employment for exploring careers and for professional development are obvious and widely acknowledged. College of San Mateo is equally concerned with helping the student find the best and most stimulating opportunity for educational growth. The type of work placement is determined by the interest and needs of the student.

In "Work-Study College Programs," Wilson and Lyons point out that because jobs involve students with co-workers from a variety of backgrounds and require constructive relationships with colleagues, most students develop greater understanding of other people and greater skills in human relations. Work with adults is also a bridge between students' years of schooling--living with their contemporaries--and their adult life among mixed groups. For many women, it may be their only working experience before marriage. And the plan enables students to discover the satisfaction of service to others.

Off-campus experience in different kinds of work, employing organizations, personal associations and community settings can extend what is learned in the classroom. The student should learn to relate classroom knowledge to these experiences and evaluate off-campus experiences in class, with his advisers and in conversation with other students. From the combination of work and study, the student usually gains greater interest in academic work, increased responsibility for his own efforts, and reliance on his own judgment.

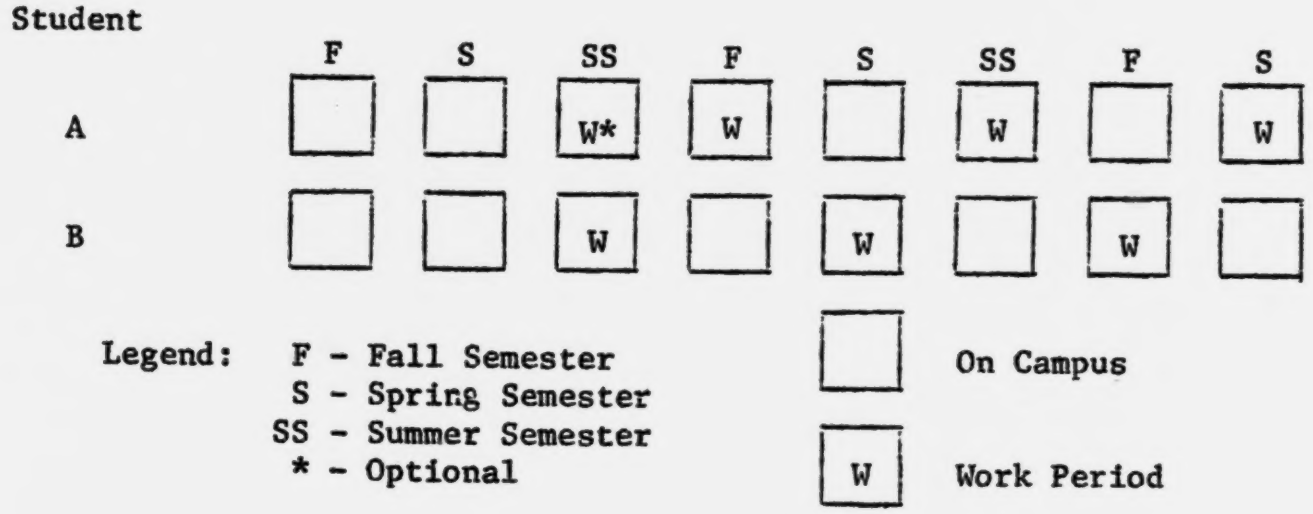
PROCEDURE

The Cooperative plan is not a complex operation. Work periods are based on the length of the semester. While one student is working, his counterpart is studying on campus. Since students alternate between study and work periods, each job can be filled continuously by a series of qualified students.

Once each work period, a coordinator from College of San Mateo will visit the employer and the student on the job to discuss the employment experience and make arrangements for the next student who will take the job for the following semester. At this time, plans are also made for the present student to return for more advanced training and employment in the following semesters.

The student constantly re-evaluates his career aims as he progresses through the college program. If his work experience has been successful and satisfying, it may reinforce his previous decision to pursue a particular career. On the other hand, an unsatisfactory period of employment may serve as an indication of a need for appraisal of the total program and reconsideration of goals.

This calendar shows how two students share the same job, alternating each semester:



SELECTIVE SERVICE DEFERMENT

All approved Cooperative work assignments are a regular part of the college educational program. The same selective service status applies to the student's time spent on work station as would apply if he were on campus.

It is necessary that all Cooperative students be registered each semester, whether studying on-campus or on work station.

COOPERATIVE EDUCATION CREDIT

In terms of curricula, the Associate in Arts degree programs and the transfer programs at College of San Mateo currently require from 60 to 65 academic credits. If a student were to enroll in a program of work-study alternation for a full two-year period, including the summers which are traditionally a work period for most students anyway, and then to complete an additional full semester the following year, the end result would be to accumulate 50-60 academic credits in the process. This is in addition to the educational growth from the equal amount of time spent in industry, business, or the professions.

The problem immediately arises as to the method of recording off-campus education-related work experience and the academic value which should be attached to this experience.

Consideration might well be given to the credit a student would normally be eligible to receive from work experience in traditional programs. It would be a most reasonable procedure to continue within the provisions of the present California Administrative Code, Title V, Section 115.22, providing that:

> The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:
>
> (b) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:
>
> (1) For Exploratory Work Experience Education: Three (3) credit hours per semester with a maximum of one semester.
>
> (2) For General Work Experience Education: Three (3) credit hours per semester with a maximum total of six (6) credit hours.
>
> (3) For Vocational Work Experience Education: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

EVALUATION

On the following page is shown a typical form of student employee evaluation report which is completed each semester. In addition, the student maintains a log of his activities for purposes of study during the college semester. These reports and logs serve as a check on the work station and the progress of the student.

COLLEGE OF SAN MATEO

Department of Co-Operative Education

SAN MATEO, CALIFORNIA

STUDENT REPORT
(To be filled out by student)

INSTRUCTIONS: The student should complete this portion of the report form and leave it with the employer for his evaluation. The employer should mail this form to the College in the accompanying self-addressed envelope.

Date May 22, 1968

Name Smith, James R.
(Last) (First) (Middle)

College San Mateo Major Aeronaut. Year Soph Division B

Employing Firm S. F. Bay Airlines

Department Maintenance Job Title Stock Clerk

Supervisor's Name R. Jones Title Mgr.

Attendance: Time Late 0 Reason -
Time Absent 1 Reason Illness

Gross Pay: Hour $2.21 Gross Pay
Week $88.40 Full Period $1149.20

Brief Job Description: I am in charge of ordering and stocking parts and materials for the maintenance division.

Comments: For my next co-op assignment I have been advanced to the Air Freight sales division.

EMPLOYER'S EVALUATION

(To be filled out by employer)

The employer will please express his candid opinion of this student while in his employ. Criticisms and comments are earnestly solicited. This information will be utilized by the co-ordinator for the guidance of the student.

RELATIONS WITH OTHERS
- [x] Exceptionally well accepted
- [ ] Works well with others
- [ ] Gets along satisfactorily
- [ ] Has some difficulty working with others
- [ ] Works very poorly with others

ATTITUDE--APPLICATION TO WORK
- [ ] Outstanding in enthusiams
- [x] Very interested and industrious
- [ ] Average in diligence and interest
- [ ] Somewhat indifferent
- [ ] Definitely not interested

JUDGMENT
- [ ] Exceptionally mature
- [x] Above average in making decisions
- [ ] Usually makes the right decision
- [ ] Often uses poor judgment
- [ ] Consistently uses bad judgment

DEPENDABILITY
- [x] Completely dependable
- [ ] Above average in dependability
- [ ] Usually dependable
- [ ] Sometimes neglectful or careless
- [ ] Unreliable

ABILITY TO LEARN
- [ ] Learns very quickly
- [x] Learns rapidly
- [ ] Average in learning
- [ ] Rather slow to learn
- [ ] Very slow to learn

QUALITY OF WORK
- [x] Excellent
- [ ] Very good
- [ ] Average
- [ ] Below average
- [ ] Very poor

	Reg.	Irreg.		Reg.	Irreg.
ATTENDANCE:	[x]	[ ]	PUNCTUALITY	[x]	[ ]

	Excellent	Very Good	Average	Marginal	Poor
OVERALL RATING:	[x]	[ ]	[ ]	[ ]	[ ]

COMMENTS (over if necessary)

Jim has proven to be an excellent employee. He is now in line for advancement.

(Signed) Robert N. Jones
(Company representative)

This report has been discussed with the student
- [x] Yes
- [ ] No